

Pupil premium strategy statement – Park Hill Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Paul Griffin (Headteacher)
Pupil premium lead	Kate Pollard
Governor / Trustee lead	Carly Davis (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,769
Recovery premium funding allocation this academic year	£4,166
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,935

Part A: Pupil premium strategy plan

Statement of intent

When considering the use of Pupil Premium funding Park Hill Primary School has considered the context of the school and the challenges faced in the community, alongside relevant research. Common barriers to learning for disadvantaged children at Park Hill Primary School could be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. In some cases, there may also be complex family situations that prevent children from flourishing. High-quality teaching is at the heart of what we do, focusing on areas in which disadvantaged pupils require the most support. Park Hill focuses on support at an individual level where possible, whilst ensuring that all pupils will benefit. We aim to ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We ensure that the Pupil Premium Lead analyses data regularly and coordinates support where needed; alongside this, subject leaders are aware of identified pupils. Using half termly data analysis and pupil progress meetings the needs of identified children are discussed with relevant staff and targets are considered.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Weak language and communication skills on entry and within the Early Years
2	Parent knowledge of the curriculum and ability to help and support their children at home
3	Impact on social and emotional wellbeing
4	Insufficient academic progress being made across Reading, Writing and Maths, particularly for key cohorts
5	Academic confidence and the impact on learning behaviours

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language and communication skills for children within Early Years and Key Stage One	Use of Wellcomm assessments within Early Years to track the closing of the gap. Specific targets to be set to support the improvement of speech and language for those who it is relevant to. Increased knowledge for staff within the Early Years and Key Stage One with supporting language and communication needs.
Close the gap between Pupil Premium and non-Pupil Premium with regards to the % of children working at a combined level in Reading, Writing and Maths	Half termly assessments to be carried out and specific half termly targets to be given to all children. Reading, Writing and Maths subject leaders to be knowledgeable of PP children who have been identified as having a weakness in a subject area. Subject leaders to support with the interventions that are in place for children who are not working at the expected level.
Pupil Premium children to pass the Phonics Screening Check at the end of Year One and Year Two	One to one tutoring and interventions to take place for all PP children who are not working at the expected level in phonics and may not pass the PSC

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased CPD for Inclusion lead to be able to support with academic targets. In particular working with LAC.	CPD for inclusion lead and time working with the Designated teacher to ensure upskilling takes place so that all interventions can also support academic targets.	1,4
Specific CPD to support detailed target setting for identified children working below the expected level	CPD sessions for teachers with dedicated time spent discussing targets for identified children and moderating the support in place. Support with how to target children in the classroom and close the gap.	1
Subject leaders to have time dedicated to evaluating data and considering next steps	Curriculum Assessment days to allow leaders to be released from teaching commitments to analyse data including data related to specific groups of children.	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture sessions for LAC children to come together	Bi-weekly sessions led by Pastoral Lead and Designated Teacher (PP Lead). Children will take part in activities of their choice – games, crafts etc to build confidence and communication, make relationships and a chance to talk in a safe space.	1,3

Interventions to support wellbeing, communication and confidence	Specialist Art leader to lead small artwork focus sessions with children to support emotional wellbeing. Children will work on a project and have quality time spent in a small group. Children will work on perseverance and confidence throughout the sessions.	1,2,3,4
Termly targets for all children and communication with parents	Parents to have a termly report with specific targets and communication with parents to ensure that parents are supported with knowledge about how to support with the target at home.	2,4,5
Small group support to encourage homework tasks and support with targets	Maths support will include MyMaths – targeted Maths tasks that have been set to support the gaps in learning. One to one reading and support with age-appropriate comprehension questions.	4,5
Maths interventions set up for Year Six with additional teacher	Work on Maths gaps and in particular mathematical confidence amongst our pupil premium girls.	4,5
Speech and Language support with appropriate resources	Appropriate resources and interventions bought and used.	1
TA interventions to support the wellbeing of children, including art interventions	HLTA's to support running wellbeing interventions 3 times a week.	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for Pleasure for all children	All PP children have access to a wish list of books that will increase	3,5

£230	their reading for pleasure and exposure to reading.	
Support for the cost of school trips, including residential trips in Y4 and Y6 £3500	Parents will be able to ask for support with the cost of school trips and residential trips. Money will be put aside for this and individual payment plans can be made, depending on circumstance.	2,3
School uniform to be provided for children who apply for PP funding. £520	A school jumper and a school PE top will be provided for any children who apply for Pupil Premium funding. We will target EYFS and KS1 children to apply, as they already receive free school meals and may not understand the benefits.	3
Support with accessing after school clubs £1380	PP children to have access to one free after school club per term.	3

Total budgeted cost: £46,935

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment information for all pupil premium children at the end of the academic year 2022-2023.

Pupil Premium Data Headlines 2022-23

ENTRY DATA AUT 1	Significantly Below	Below	Working Towards	Expected	Greater Depth	Expected or above
Reading	10%	10%	20%	50%	10%	60%
Writing	17%	10%	13%	53%	7%	60%
Maths	13%	7%	20%	53%	7%	60%

EXIT DATA SUM 2	Significantly Below	Below	Working Towards	Expected	Greater Depth	Expected or above
Reading	13%	3%	13%	57%	13%	70%
Writing	23%	7%	13%	50%	7%	57%
Maths	17%	7%	10%	57%	10%	67%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read, Write, Inc Phonics	Ruth Miskin
Fresh Start	Ruth Miskin
Provision Tracker	Edukey

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.